

Staffing and financial resource allocations in New York

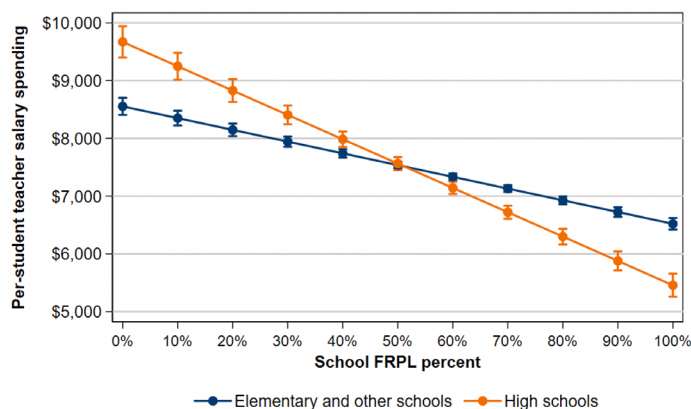
Research shows FRPL students have [lower access](#) to experienced and other qualified teachers, compared to non-FRPL students. Since teachers are often paid on salary schedules that do not vary based on their school, these sorting patterns will lead to more dollars allocated to affluent settings, all else equal. Do teachers contribute to funding gaps in New York?

Inequality measure	Estimated gap
Within-district teacher spending	\$113 more spent on FRPL students, on average
Within-district novice teacher share	8.85% of FRPL students' teachers are novice, 0.38% more than non-FRPL students
Within-district teacher ratio	For every 100 FRPL students, there are 8.45 FTE teachers, 0.15 more than non-FRPL students

FINDINGS: Within districts, FRPL students have lower access to experienced teachers while simultaneously receiving slightly higher allocations of teacher spending. The result is explained by compensatory staffing, where FRPL students are in schools with increased staffing ratios for teachers (see above) and other instructional support staff (not shown).

FIGURE 1

Teacher salary spending vs school FRPL percent



Teacher and spending allocations show greater variance across district boundaries. NY's high-poverty schools spend lower amounts on teacher salaries; teacher salary spending is even more regressive in high schools (see above). High-poverty schools have higher shares of novice teachers, and slightly lower teacher staffing ratios (see below).

FIGURE 2

Teacher resources vs school FRPL percent

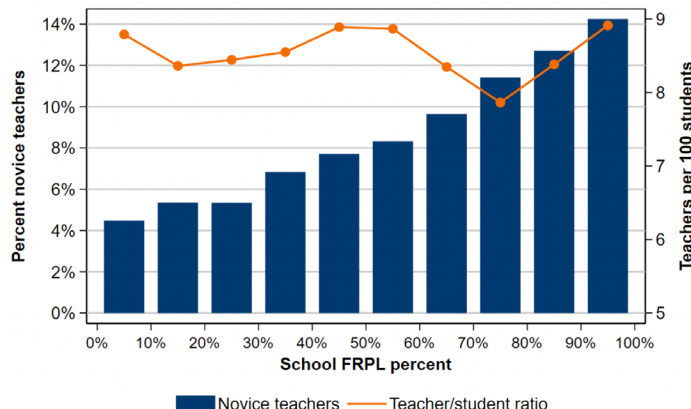
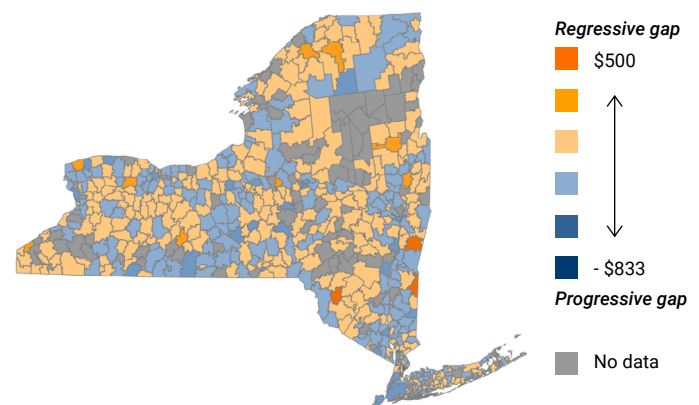


FIGURE 3

Teacher salary spending gaps (in \$)



Approximately 69% of New York's schools, serving 71% of students, are in **progressive** teacher spending districts.

CONCLUSION:

1. [New York districts generally compensate FRPL students' low access to experienced teachers with higher classroom staffing ratios](#); essentially exchanging quality for quantity. **FRPL students should have many more teachers (smaller class sizes) to be fairly compensated for inexperienced teachers.**
2. Though within-district spending is slightly progressive on net in most districts, spending is regressive when looking across districts overall due to high concentrations of FRPL students in low-spending districts (adjusting for area costs). **The state should be doing more to reallocate financial and staffing resources across districts.**